



June 2008

DEPARTMENT OF EDUCATION
2007–2008 School Year Reports

Dear School Board Members and School Personnel:

The Maine Educational Assessment (MEA) is the State's measure of student progress in achieving the State standards known as *Learning Results*, adopted by the Maine Legislature in 1997. These *Learning Results* established goals for what all students should know and be able to do at certain times in their school careers and are the basis for Grade Level/Span Expectations, which describe the assessment standards for each grade. The MEA is administered to students in all grades 3 through 8 to meet state assessment requirements and the requirements of the federal *No Child Left Behind Act*.

The 2007-2008 MEA summary reports contain the results of student achievement in reading and mathematics at all grades, science and technology at grades 4 and 8, and writing at grade 5 based on achievement standards set in 2006 and disaggregated by student and school characteristics. This report, together with MEA individual student and subject-specific class analysis reports, provides support for use in program evaluation and planning.

MEA results reflect scores based on test questions that are taken in common by the approximately 15,000 students in each grade level. Students' scores in each content area are based on answers to a combination of multiple-choice questions and questions that require students to construct an answer. The grade 5 writing reports provide information on a student's ability to respond to a prompt measuring narrative writing. More information about the design of the MEA is available at www.maine.gov/education/mea/index.htm.

I look forward to working with you in support of our continued efforts to improve the quality and effectiveness of the instructional opportunities designed to help all students achieve the high standards of the *Learning Results* and demonstrate that achievement through performance on the Maine Educational Assessment.

Sincerely,

Susan A. Gendron
Commissioner of Education



School Report Grade 3

Test Date: March 2008
Code: 12431674
SAU: MSAD 49
School: Benton Elementary School

Contents of the Report

The report is divided into two main sections including a section describing the students tested and a separate section for the results in each content area.

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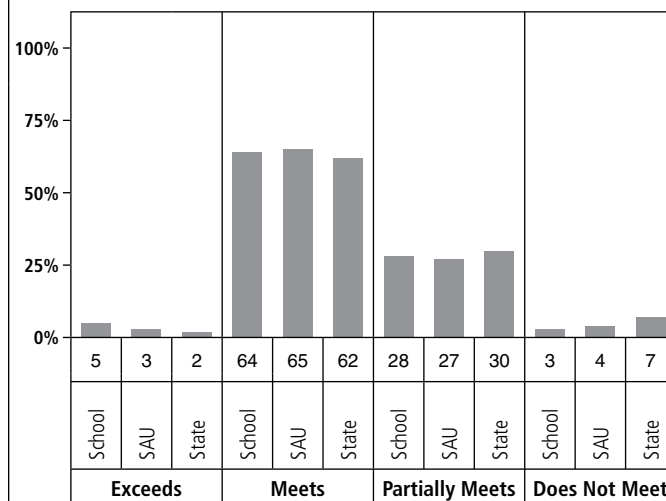
SUMMARY OF SCORES

Test Date: March 2008
Grade: 3
SAU: MSAD 49
School: Benton Elementary School

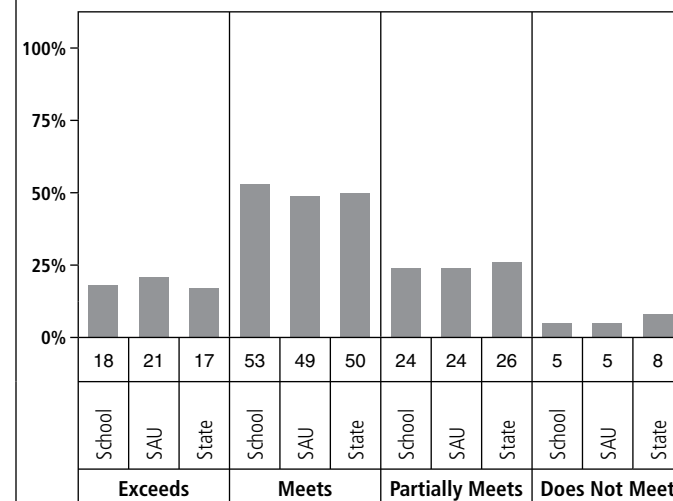
Summary of School, SAU, and State Scores

Year	Average Scaled Score		
	School	SAU	State
ELA – Reading			
2005–2006	346	345	345
2006–2007	347	345	345
2007–2008	346	345	344
Cum. Avg. *	346	345	345
Mathematics			
2005–2006	348	347	344
2006–2007	350	348	347
2007–2008	349	349	347
Cum. Avg. *	349	348	346

ELA – READING



MATHEMATICS



*Cumulative averages are weighted, i.e., the scaled scores are averaged proportionally based on the numbers of students in each year.

SUMMARY OF STUDENT PARTICIPATION

Test Date: March 2008
Grade: 3
SAU: MSAD 49
School: Benton Elementary School

CATEGORY OF PARTICIPATION	Enrollment ¹ during testing window						CONTENT AREA PARTICIPATION ²																							
							ELA-Reading						Mathematics																	
	School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Total number of students	108	100	172	100	13803	100	108	100	171	99	13714	99	108	100	171	99	13710	99												
Ethnicity African American/Black	1	1	1	1	399	3	1	100	1	100	391	98	1	100	1	100	392	98												
American Indian or Native Alaskan	1	1	1	1	116	1	1	100	1	100	114	99	1	100	1	100	114	99												
Asian or Pacific Islander	0	0	1	1	210	2	0	0	1	100	205	98	0	0	1	100	206	98												
Hispanic	0	0	1	1	162	1	0	0	1	100	158	98	0	0	1	100	159	98												
Caucasian/White	106	98	168	98	12916	94	106	100	167	99	12846	100	106	100	167	99	12839	99												
Not Reported	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0												
Identified disability	28	26	43	25	2358	17	28	100	42	98	2333	99	28	100	42	98	2329	99												
Current LEP	0	0	0	0	371	3	0	0	0	0	357	96	0	0	0	0	361	98												
Economically disadvantaged	47	44	84	49	5584	40	47	100	83	99	5535	99	47	100	83	99	5530	99												
Migrant	0	0	0	0	5	0	0	0	0	0	5	100	0	0	0	0	5	100												

MODE OF PARTICIPATION ³	ELA-Reading						Mathematics																	
	School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Participation without accommodations	85	79	134	78	10650	77	85	79	134	78	10678	77												
Identified disability (PET/IEP)	5	6	6	4	475	4	5	6	6	4	479	4												
LEP	0	0	0	0	151	1	0	0	0	0	149	1												
504 plan	1	1	1	1	83	1	1	1	1	1	85	1												
Participation with accommodations	22	20	34	20	2936	21	22	20	34	20	2911	21												
Identified disability (PET/IEP)	22	100	33	97	1735	59	22	100	33	97	1729	59												
LEP	0	0	0	0	197	7	0	0	0	0	208	7												
504 plan	0	0	0	0	49	2	0	0	0	0	47	2												
Other	0	0	1	3	986	34	0	0	1	3	958	33												
Participation through alternate assessment (PAAP)	1	1	3	2	123	1	1	1	3	2	121	1												
Identified disability (PET/IEP)	1	100	3	100	123	100	1	100	3	100	121	100												
LEP	0	0	0	0	4	3	0	0	0	0	4	3												
504 plan	0	0	0	0	0	0	0	0	0	0	0	0												
Approved non-participation in reading – 1st year LEP	0	0	0	0	5	0																		
Approved non-participation – special consideration	0	0	0	0	9	0	0	0	0	0	12	0												
Non-participation – other	0	0	1	1	80	1	0	0	1	1	81	1												

1 Percents are the percentage of students enrolled in each participation category.

2 Percents are the percentage of students, including those who participated through alternate assessment (PAAP), who participated in the content area.

3 Percents are the percentage of students in each content area by mode.

ELA–READING RESULTS

Test Date: March 2008
Grade: 3
SAU: MSAD 49
School: Benton Elementary School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing in-depth inferences, analyzing texts for subtle clues, synthesizing information across texts, and using his/her knowledge of text features and literary devices to make deeper connections within or across texts to increase comprehension. (scaled score 361–380)	2005-2006	0	0	0	0	352	3
	2006-2007	2	2	2	1	332	2
	2007-2008	5	5	5	3	227	2
	Cum. Total*	7	2	7	1	911	2
Meets the Standards – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing inferences, summarizing main ideas and providing supporting details, connecting ideas within and across texts, and using his/her knowledge of text features and literary devices to increase comprehension. (scaled score 341–360)	2005-2006	74	70	112	65	8641	62
	2006-2007	75	73	100	60	8691	63
	2007-2008	69	64	110	65	8403	62
	Cum. Total*	218	69	322	64	25735	62
Partially Meets the Standards – The student’s work demonstrates an inconsistent ability to read and interpret literary and informational texts appropriate for the grade level. The student’s ability to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, and use his/her knowledge of text features and literary devices varies depending on the texts. (scaled score 331–340)	2005-2006	30	28	54	31	3671	27
	2006-2007	23	22	58	35	3781	27
	2007-2008	30	28	46	27	4018	30
	Cum. Total*	83	26	158	31	11470	28
Does Not Meet the Standards – The student’s work demonstrates a limited ability to read and interpret literary and informational texts appropriate for the grade level. The student’s responses are often vague or incorrect leaving the impression that the student found it difficult to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, or use his/her knowledge of text features and literary devices to support comprehension. (scaled score 300–330)	2005-2006	2	2	6	3	1163	8
	2006-2007	3	3	6	4	1021	7
	2007-2008	3	3	7	4	938	7
	Cum. Total*	8	3	19	4	3122	8

Learning Results Content Standard Cluster	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Total Reading Cluster	46	100	29.1	63.3	28.5	62.0	27.6	60.0
Literary Text	23	50	14.7	63.9	14.5	63.0	14.1	61.3
Informational Text	23	50	14.4	62.6	14.0	60.9	13.5	58.7

The Maine *Learning Results* reading cluster includes Content Standards A (Process of Reading), B (Literature and Culture), and D (Informational Texts). The MEA assesses students’ reading skills based on questions related to two types of reading passages: literary and informational. Passages include both long and short texts, selected from developmentally appropriate works. Items on the MEA measure Grade Level Expectations, based on Maine’s 1997 *Learning Results*, which can be found at <http://www.maine.gov/education/lsalt/gles.htm>.



ELA-READING RESULTS

(CONTINUED)

Test Date: March 2008
 Grade: 3
 SAU: MSAD 49
 School: Benton Elementary School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	107	5	5	69	64	30	28	3	3	346	168	3	65	27	4	345	13586	2	62	30	7	344
Ethnicity																						
African American/Black	1										1						384	1	42	39	18	339
American Indian or Native Alaskan	1										1						113	2	50	42	5	343
Asian or Pacific Islander	0										1						203	1	60	31	8	344
Hispanic	0										1						158	1	52	36	11	342
Caucasian/White	105	5	5	67	64	30	29	3	3	346	164	3	65	28	4	345	12728	2	63	29	7	345
Not Reported	0										0						0					
Identified disability																						
Yes	27	0	0	12	44	13	48	2	7	340	39	0	54	38	8	342	2210	0	32	48	20	338
No	80	5	6	57	71	17	21	1	1	348	129	4	69	24	3	347	11376	2	68	26	4	346
Current LEP																						
Yes	0										0						348	1	36	45	19	339
No	107	5	5	69	64	30	28	3	3	346	168	3	65	27	4	345	13238	2	63	29	7	344
Economically disadvantaged																						
Yes	47	2	4	24	51	18	38	3	6	343	81	2	56	36	6	343	5450	1	49	39	11	341
No	60	3	5	45	75	12	20	0	0	348	87	3	75	20	2	347	8136	2	71	23	4	346
Migrant																						
Yes	0										0						5	0	80	20	0	343
No	107	5	5	69	64	30	28	3	3	346	168	3	65	27	4	345	13581	2	62	30	7	344
Gender																						
Female	56	4	7	40	71	10	18	2	4	348	84	5	74	19	2	347	6567	3	65	27	5	345
Male	51	1	2	29	57	20	39	1	2	344	84	1	57	36	6	344	7019	1	59	32	8	343
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	0										0						2004	0	37	49	14	339
No	107	5	5	69	64	30	28	3	3	346	168	3	65	27	4	345	11582	2	66	26	6	345
Gifted/talented program																						
Yes	0										0						125	11	87	2	0	355
No	107	5	5	69	64	30	28	3	3	346	168	3	65	27	4	345	13461	2	62	30	7	344

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

ELA–READING RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2008
 Grade: 3
 SAU: MSAD 49
 School: Benton Elementary School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
How much homework do you do on school nights?																						
A. none	12	0	0	9	69	4	31	0	0	345	14	0	71	25	4	344	6	0	43	39	18	340
B. less than one hour	70	4	5	48	66	20	27	1	1	348	72	3	65	29	3	346	79	2	65	28	5	345
C. one to two hours	16	1	6	10	59	4	24	2	12	343	11	5	63	21	11	343	12	2	60	31	7	344
D. more than two hours	2	0	0	1	50	1	50	0	0	339	2	0	75	25	0	344	3	0	32	44	24	338
How well do the questions that you have just been given on this MEA test match what you have learned in school about reading?																						
A. The questions on the test match what I have learned in reading class.	38	2	5	27	69	10	26	0	0	348	37	3	69	25	3	347	29	3	62	28	7	345
B. They match some of what I have learned.	35	3	8	25	69	8	22	0	0	349	37	5	67	28	0	347	48	2	67	27	4	345
C. They match just a little of what I have learned.	19	0	0	10	50	9	45	1	5	342	17	0	50	39	11	341	15	1	56	34	9	343
D. There is no match.	9	0	0	5	56	2	22	2	22	337	9	0	73	13	13	341	8	0	44	40	16	340
Which of the following best describes how you rate yourself as a student in reading?																						
A. very good	35	4	11	26	72	5	14	1	3	351	40	6	77	14	3	349	42	3	67	24	6	346
B. good	49	1	2	33	65	15	29	2	4	345	41	1	63	29	6	344	46	1	62	32	5	344
C. fair	14	0	0	7	47	8	53	0	0	342	16	0	44	52	4	342	10	0	48	42	10	341
D. poor	2	0	0	2	100	0	0	0	0	350	2	0	75	25	0	346	2	0	30	43	28	336
How hard was the reading part of this test?																						
A. harder than my regular schoolwork	24	1	4	13	52	10	40	1	4	343	23	3	53	39	5	343	22	1	48	38	12	341
B. about the same as my regular schoolwork	54	3	5	41	73	11	20	1	2	348	54	3	74	20	2	347	57	2	68	26	4	346
C. easier than my regular schoolwork	22	1	4	14	61	7	30	1	4	346	23	3	61	29	8	345	21	1	61	30	8	344
How hard were the reading passages on this test?																						
A. Most of the passages were harder than what I normally read.	24	0	0	10	42	11	46	3	13	339	25	0	48	40	13	340	20	0	38	47	16	339
B. Most of the passages were about the same as what I normally read.	52	2	4	41	77	10	19	0	0	348	48	3	74	22	1	347	51	2	68	27	4	345
C. Most of the passages were easier than what I normally read.	24	3	13	16	67	5	21	0	0	351	27	7	70	20	2	348	29	3	69	23	6	346
How much time do you spend reading at home each day?																						
A. more than one hour	12	1	8	7	54	5	38	0	0	346	11	6	61	33	0	346	19	3	65	27	6	346
B. 20 minutes to an hour	42	2	5	34	77	8	18	0	0	348	51	2	76	19	2	347	47	2	68	25	5	346
C. less than 20 minutes	33	2	6	22	63	9	26	2	6	345	28	4	55	34	6	344	19	1	56	35	8	343
D. I rarely read at home.	12	0	0	5	38	7	54	1	8	343	10	0	47	41	12	343	14	0	47	40	12	341
How many pages do you read in school and to complete homework assignments?																						
A. five or fewer pages	26	2	8	17	65	7	27	0	0	348	24	5	64	23	8	346	28	1	56	33	9	343
B. six to ten pages	35	1	3	24	69	9	26	1	3	346	30	2	69	27	2	346	23	1	63	29	7	344
C. eleven or more pages	39	2	5	24	62	11	28	2	5	346	45	3	64	29	4	345	49	2	65	27	6	345
Optional school/SAU question																						
A.	38	0	0	5	100	0	0	0	0	351	38	0	100	0	0	351						
B.	62	2	25	5	63	1	13	0	0	351	62	25	63	13	0	351						
C.	0										0											
D.	0										0											

MATHEMATICS RESULTS

Test Date: March 2008
Grade: 3
SAU: MSAD 49
School: Benton Elementary School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates in-depth understanding of essential concepts in mathematics, including the ability to make multiple connections among central ideas. The student’s responses demonstrate the ability to synthesize information; analyze and solve difficult problems, including developing and implementing strategies, efficiently and accurately performing procedures, and recording and justifying solutions; and explain complex concepts. (scaled score 361–380)	2005-2006	11	10	13	8	1295	9
	2006-2007	8	8	13	8	1985	14
	2007-2008	19	18	36	21	2277	17
	Cum. Total*	38	12	62	12	5557	13
Meets the Standards – The student’s work demonstrates a general understanding of essential concepts in mathematics, including the ability to make connections among central ideas. The student’s responses demonstrate the ability to analyze and solve problems including developing and implementing strategies, to perform procedures, and to record and explain solutions and concepts. The student’s work may contain minor errors. (scaled score 341–360)	2005-2006	66	62	110	64	6852	49
	2006-2007	72	69	108	65	6990	51
	2007-2008	57	53	83	49	6764	50
	Cum. Total*	195	62	301	59	20606	50
Partially Meets the Standards – The student’s work demonstrates incomplete understanding of essential concepts in mathematics and inconsistent connections among central ideas. The student’s responses demonstrate some ability to analyze and solve problems, and explain concepts. Problem solving strategies may be flawed, procedures performed inaccurately, methods not recorded and/or problems not completed. (scaled score 325–340)	2005-2006	25	24	37	22	4081	29
	2006-2007	24	23	42	25	3673	27
	2007-2008	26	24	40	24	3504	26
	Cum. Total*	75	24	119	23	11258	27
Does Not Meet the Standards – The student’s work demonstrates limited understanding of essential concepts in mathematics and infrequent or inaccurate connections among central ideas. The student’s responses demonstrate minimal ability to solve problems and explain concepts. Problem solving strategies and procedures are often flawed or inappropriate and there may be many omissions. (scaled score 300–324)	2005-2006	4	4	12	7	1638	12
	2006-2007	0	0	4	2	1193	9
	2007-2008	5	5	9	5	1044	8
	Cum. Total*	9	3	25	5	3875	9

Learning Results Content Standard Clusters	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Cluster 1: Numbers and Operations	15	31	9.5	63.3	9.6	64.0	9.2	61.3
Cluster 2: Shape and Size	14	29	10.0	71.4	10.2	72.9	10.0	71.4
Cluster 3: Mathematical Decision Making	5	10	3.2	64.0	3.2	64.0	3.2	64.0
Cluster 4: Patterns	14	29	9.6	68.6	9.5	67.9	9.0	64.3

- Cluster 1: Numbers and Operations**
A. Numbers and Number Sense
B. Computation
I. Discrete Mathematics (grades 3 and 4 only)
- Cluster 2: Shape and Size**
E. Geometry
F. Measurement
- Cluster 3: Mathematical Decision Making**
C. Data Analysis and Statistics
D. Probability
- Cluster 4: Patterns**
G. Patterns, Relations, and Functions
H. Algebra Concepts
K. Mathematical Communication

Each content standard in the clusters above is defined in Maine’s 1997 *Learning Results*, which are the basis for Grade Level Expectations. Each item on the MEA measures a grade level expectation, which can be found at <http://www.maine.gov/education/lsalt/gles.htm>.

MATHEMATICS RESULTS

(CONTINUED)

Test Date: March 2008
Grade: 3
SAU: MSAD 49
School: Benton Elementary School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	107	19	18	57	53	26	24	5	5	349	168	21	49	24	5	349	13589	17	50	26	8	347
Ethnicity																						
African American/Black	1										1						390	10	30	32	28	337
American Indian or Native Alaskan	1										1						113	7	45	38	10	342
Asian or Pacific Islander	0										1						204	18	48	25	9	347
Hispanic	0										1						159	6	50	31	13	342
Caucasian/White	105	19	18	56	53	25	24	5	5	349	164	21	49	24	5	349	12723	17	50	25	7	348
Not Reported	0										0						0					
Identified disability																						
Yes	27	2	7	12	44	10	37	3	11	344	39	13	44	33	10	345	2208	6	35	37	21	338
No	80	17	21	45	56	16	20	2	3	350	129	24	51	21	4	351	11381	19	53	24	5	349
Current LEP																						
Yes	0										0						357	8	29	37	26	336
No	107	19	18	57	53	26	24	5	5	349	168	21	49	24	5	349	13232	17	50	25	7	348
Economically disadvantaged																						
Yes	47	8	17	20	43	15	32	4	9	347	81	19	44	30	7	348	5452	9	45	33	12	343
No	60	11	18	37	62	11	18	1	2	350	87	24	54	18	3	351	8137	22	53	21	4	350
Migrant																						
Yes	0										0						5	0	40	40	20	337
No	107	19	18	57	53	26	24	5	5	349	168	21	49	24	5	349	13584	17	50	26	8	347
Gender																						
Female	56	9	16	31	55	12	21	4	7	349	84	20	49	24	7	349	6565	15	49	27	8	347
Male	51	10	20	26	51	14	27	1	2	348	84	23	50	24	4	350	7024	18	50	24	7	348
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	0										0						2004	5	39	41	15	339
No	107	19	18	57	53	26	24	5	5	349	168	21	49	24	5	349	11585	19	52	23	6	349
Gifted/talented program																						
Yes	0										0						125	70	30	0	0	366
No	107	19	18	57	53	26	24	5	5	349	168	21	49	24	5	349	13464	16	50	26	8	347

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

MATHEMATICS RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2008
Grade: 3
SAU: MSAD 49
School: Benton Elementary School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
How much homework do you do on school nights?																						
A. none	12	1	8	6	46	6	46	0	0	343	14	4	50	46	0	342	6	9	40	33	18	340
B. less than one hour	70	16	22	42	58	13	18	2	3	351	72	28	50	18	5	352	79	18	52	24	6	348
C. one to two hours	16	2	12	9	53	5	29	1	6	348	11	11	58	26	5	348	12	16	48	27	8	347
D. more than two hours	2	0	0	0	0	2	100	0	0	332	2	0	25	75	0	337	3	7	26	37	29	335
How well do the questions that you have just been given on this MEA test match what you have learned in school about mathematics?																						
A. The questions on the test match what I have learned in mathematics class.	43	10	23	23	52	10	23	1	2	351	43	31	44	21	3	353	37	22	50	22	6	350
B. They match some of what I have learned.	39	7	18	24	60	9	23	0	0	350	41	18	54	25	3	349	46	16	53	25	6	348
C. They match just a little of what I have learned.	16	1	6	9	56	5	31	1	6	344	13	5	57	29	10	343	12	9	44	36	11	342
D. There is no match.	3	0	0	0	0	2	67	1	33	328	3	0	40	40	20	338	5	5	32	36	27	336
Which of the following best describes how you rate yourself as a student in mathematics?																						
A. very good	40	11	27	21	51	8	20	1	2	351	42	32	47	18	3	353	39	25	48	20	7	350
B. good	49	6	12	31	62	12	24	1	2	349	44	15	59	23	3	349	46	14	52	27	7	347
C. fair	7	0	0	3	43	3	43	1	14	339	9	7	33	40	20	341	12	8	49	35	9	343
D. poor	4	0	0	2	50	2	50	0	0	339	4	0	57	43	0	341	3	2	34	36	29	335
How hard was the mathematics part of this test?																						
A. harder than my regular schoolwork	12	0	0	7	58	4	33	1	8	341	11	0	61	33	6	343	17	7	41	35	17	340
B. about the same as my regular schoolwork	59	13	21	34	56	13	21	1	2	351	54	21	53	22	3	350	59	18	53	24	5	349
C. easier than my regular schoolwork	30	6	19	16	52	8	26	1	3	349	35	29	43	22	5	351	25	21	49	23	8	349
How often do you use hands-on materials in mathematics class?																						
A. almost every day	42	8	19	23	53	11	26	1	2	349	35	23	48	27	2	351	32	13	47	30	10	345
B. two or three days a week	23	2	9	13	57	6	26	2	9	345	27	21	51	21	7	350	30	20	52	23	5	349
C. two or three times each month	25	6	23	18	69	2	8	0	0	355	27	25	59	11	5	353	19	20	53	21	6	350
D. never or almost never	10	3	30	2	20	5	50	0	0	347	12	16	32	47	5	343	18	16	50	27	8	347
How often do you use calculators in mathematics class?																						
A. almost every day	1	0	0	1	100	0	0	0	0	352	1	0	100	0	0	353	7	5	34	40	20	338
B. two or three days a week	1	0	0	0	0	1	100	0	0	330	3	0	40	60	0	344	18	15	50	27	8	346
C. two or three times each month	15	3	20	7	47	4	27	1	7	344	13	14	52	29	5	344	28	21	53	21	4	350
D. never or almost never	83	15	18	49	58	19	22	2	2	350	83	24	50	21	4	351	47	17	50	25	7	347
On average, how many minutes a day do you spend working on mathematics in class?																						
A. less than 30 minutes	24	3	13	9	38	10	42	2	8	342	25	20	41	29	10	345	16	8	42	36	13	342
B. 30–45 minutes	40	6	15	25	61	10	24	0	0	349	43	14	56	27	3	348	30	14	53	26	7	347
C. 45–60 minutes	29	8	27	18	60	4	13	0	0	355	25	34	49	17	0	357	32	22	51	22	5	350
D. more than 60 minutes	7	2	29	4	57	1	14	0	0	355	7	36	55	9	0	358	22	20	49	23	7	349
Optional school/SAU question																						
A.	38	1	20	4	80	0	0	0	0	360	38	20	80	0	0	360						
B.	62	2	25	5	63	1	13	0	0	357	62	25	63	13	0	357						
C.	0										0											
D.	0										0											